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EVALUATION OF ESEA-TITLE I PROJECTS.
PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION

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PRESENTED ARE GUIDELINES FOR THE EVALUATION OF PROGRAMS FUNDED IN THE PENNSYLVANIA SCHOOLS UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. SPECIFICALLY DISCUSSED ARE GUIDELINES FOR THE LOCAL EDUCATIONAL AGENCIES TO USE IN REPORTING THE MEASURING INSTRUMENTS AND EVALUATION TECHNIQUES USED IN THE EVALUATIONS AND THE ADMINISTRATIVE STRUCTURE AND PERSONNEL INVOLVED. THERE ARE ALSO INSTRUCTIONS ON HOW TO PRESENT CONCLUSIONS. INCLUDED ARE COPIES OF THREE EVALUATION FORMS TO BE FILLED OUT, WITH DIRECTIONS ON THEIR USE. THE DEPARTMENT OF PUBLIC INSTRUCTION OF PENNSYLVANIA HAS ESTABLISHED A CENTRAL OFFICE TO PROVIDE FOR COMPLIANCE WITH THE TERMS OF THE ACT. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION OF ESEA-TITLE I PROJECTS

DEPARTMENT OF PUBLIC INSTRUCTION

OFFICE OF EVALUATION

HARRISBURG, PENNSYLVANIA

August, 1966

ESSENTIALS OF EVALUATION OF EDUCATIONAL OUTCOMES

1. Evaluation is the analysis and interpretation of measurements of educational outcomes.

2. Evaluation presupposes a determination and statement of educational objectives or goals based on the educational needs of a selected group of children.

3. Evaluation also implies the determination of personnel, materials and techniques to be employed for the attainment of the stated objectives.

4. The entire educative process, therefore, consists of stating objectives, determining methods, and measuring the outcomes.

5. Evaluation, in the final analysis, is a measurement of the degree to which the objectives of an educational enterprise have been attained by means of the methods employed.

6. Evaluation may be in terms of direct evidence (objective measures) or indirect evidence (subjective measures).

7. Direct or objective measures consist of tests of determined reliability (the consistency with which a test makes measurements) and validity (the extent to which a test measures what it is designed to measure), and for which standards or norms have been established.

8. Indirect or subjective measures consist of judgments based on observation, and the results obtained from using such devices as questionnaires, opinionnaires, and rating scales.

EVALUATION OF ESEA-TITLE I PROJECTS

Introduction: Title II of Public Law 81-874 as amended by Public Law 89-10, Title I, stipulates that all activities conducted in accordance with and financed by this legislation shall be evaluated. State Educational Agencies are charged under this Law to direct and implement the evaluation of all Title I projects conducted within their jurisdictions. State Educational Agencies are also required by this Law to report annually an evaluation summary of all such projects to the United States Office of Education.

Provision has been made in Pennsylvania for compliance with this mandate through the Education Evaluation Section of the Office of School and Program Evaluation in the Department of Public Instruction. Forms, explanations and directions on evaluation of ESEA-Title I projects have been prepared and are being disseminated by this office. Reports will be collected and results tabulated and analyzed in this office. Also, the reports on evaluation for the United States Office of Education will be prepared here and transmitted as required.

The Local Educational Agency which conducts one or more ESEA-Title I projects is charged with the responsibility of evaluating the educational outcomes achieved thereby. Every effort and care should be exercised to make these evaluations just as accurate and meaningful as it is possible for them to be. Forms and directions have been prepared in the Office of Evaluation to enable Local Educational Agencies to make and report accurate and comprehensive evaluations.

Measuring Instruments: The specific objective instruments which have been or will be used both as pre-tests and later as measures of outcomes should be reported.

1. Name the standardized tests, the forms used, the date of publication, and indicate whether national or local norms are employed.
2. Describe any locally devised tests which are used and report information on the reliability and validity of each such test.
3. Describe any non-standard instruments such as attitude scales, level of aspiration measures, occupational preference scales, cognitive styles and problem solving measures, etc., which are used.

Objective instruments have not yet been devised for measuring many desirable educational outcomes. In these cases it is necessary to rely on the judgment of competent personnel.

Competence to make valid judgments may be expected to result from maturity, experience and training. The opinions of experienced teachers, supervisors, counselors, and subject area specialists should have acceptable validity. The statements of parents may or may not be valid indications of educational achievement.

In those cases where subjective judgment is used as a measure of educational outcomes, the competence of the person or persons making such statements should be assessed and reported.

Measuring Techniques: It is necessary to indicate how much and what kinds of changes in the performance in the target population occurred as a result of the activities of an ESEA-Title I project. The nature and degree of change should be stated in terms which are indicative of a successful expenditure of Title I funds. It is also necessary to indicate how the changes are related to the project and its various activities.

The changes expected and achieved in the target population should reflect the judgment of the Local Educational Agency (LEA) as to what can be considered a successful expenditure of Title I funds in terms of percentile scores or some other method of measuring changes in performance. These changes should include, where appropriate:

1. Changes in means of distributions of scores of children tested.
2. Changes in cut-off scores for quartiles (Q_1 for lowest quartile and Q_3 for highest quartile) for children tested.

An accurate evaluation technique is to make comparisons between the achievement of the target population and control groups. These comparisons may be based on the achievement of participating and non-participating groups, or comparable populations of previous years, or other normative populations to whom the target population may be compared.

The control groups as well as the target populations can be expected to show changes in scores over a period of time. It is necessary to indicate the extent the target population changes its standing in comparison with the control group which was selected. Such a change in standing may be expected to occur sooner as a result of some activities than as a result

of others. The time when the major effects of the activities included in the project become clear should be indicated.

A basic technique for measuring the outcomes of an ESEA-Title I project is: first, to determine the needs of the educationally deprived group by means of tests and measures administered before the inauguration of the project; and second, to repeat the same measures during or at the completion of the project to determine the kind and amount of growth which has resulted from the project.

Administrative Structure and Personnel Responsible for Evaluation: The measurement of educational outcomes requires special competence. This competence is attained through training in educational measurements. To be assured that the evaluation of ESEA-Title I projects will be accurate, it is advisable that it be done by persons who have had such training.

The title and position of the person responsible for evaluation of a project should be reported. In the absence of such a person on the staff of the LEA, it may be desirable to call in consultants or contract with some available agency to perform the evaluation service.

Whether evaluation is conducted by staff members or by an outside agency, the qualifications of the persons responsible for making the measurements should be indicated.

Conclusions: In addition to measuring the achievement of objectives, evaluation serves to establish the validity of the objectives. It also measures the appropriateness and the effectiveness of the methods employed and the materials used.

The results of an evaluation should constitute the basis for determining changes in an educational program which is a continuous enterprise. This is to say that the results of evaluation should serve a larger purpose than the accumulation of data to be recorded or reported on a form or placed in a file.

If evaluation is to serve this ultimate purpose of educational direction, the facts and data which are accumulated must be analyzed and interpreted. Analysis and interpretation of data constitute the final step in evaluation and should be the basis for arriving at some conclusions.

The conclusions are very important in the evaluation of ESEA-Title I projects. The value of the entire project should be summarized to indicate the effect which the project has had on children, teachers, parents, and the community.

DIRECTIONS FOR REPORTING EVALUATION OF

ESEA - TITLE I PROJECTS

Enclosed are copies of the forms for reporting evaluation of ESEA-Title I projects. There are three of these forms which are identified as EV1, EV2, and EV3. Each has a different purpose and each is to be submitted at a different time.

All reports on evaluation should be submitted in duplicate to the Office of Evaluation, Department of Public Instruction. If a project consists of several different instructional areas or services, a separate set of evaluation reports shall be prepared for each separate phase of the project.

To determine the breakdown of a project for evaluation, reference should be made to Item 13 of Part II of the Project Application. Item 13 required a description of each separate project activity or service. Also, it was necessary to prepare a sub-budget for each separate activity or service in the project as outlined in Item 13. Separate evaluations should be made and reported for each phase of the project appearing in Item 13 and for which a sub-budget was prepared.

ESEA-I-EV1 - Procedures to Evaluate ESEA Projects

This form is to be prepared immediately following approval of the project. Duplicate copies of EV1 shall be forwarded to the Office of Evaluation prior to the inauguration of the project.

The material contained in EV1 should follow closely the items and code numbers as they appear in the application form. It is essential that a

separate EV1 be prepared for each phase of the project.

Copies of all EV1 forms should be retained by the LEA for reference in the subsequent preparation of EV2 and EV3.

ESEA-I-EV2 - Evaluation Progress Report

This report is to be submitted to the Office of Evaluation near the middle of the term covered by the project. For example, if the project covers four months, an EV2 Progress Report should be submitted at the end of two months. If the project runs for an entire school year, an EV2 should be submitted at the end of the first semester. No EV2 report needs to be filed for short summer projects or other projects which are completed in four to six weeks.

For the preparation of EV2, reference should be made to the information contained in EV1. However, EV2 should report any changes or modifications in objectives, instructional areas, services, techniques, or measurement of outcomes which result from necessity or experience in the conduct of the project. If, for example, EV1 indicated that personnel classified as specialists will be employed, but no one with the specified qualifications was available, EV2 should reflect this fact and indicate what is being done about it. Or, if certain materials or tests were specified on EV1 but these were not available for some reason or other, this fact should be reported on EV2 as well as the substitutions which have had to be made.

If direct evidences of outcomes have been determined at the time of submitting EV2, these should be reported. Otherwise, evidence of achieving the objectives should be in terms of such subjective evaluations as conditions warrant at the time of submitting this report.

Note again the necessity of submitting a separate report for each phase of an ESEA-Title I project.

ESEA-I-EV3 - Summary Evaluation Report of ESEA Projects

This report is to be submitted to the Office of Evaluation as soon as reasonably possible after the completion of the project. Reference should be made again to EV1 and EV2 as a basis for completing EV3.

The value of direct evidence of outcomes is emphasized. Whenever possible, objective measures should be employed and the results reported on EV3. Whenever standardized tests are used, the name and form of the test should be reported.

Many devices for obtaining indirect evidence of outcomes are possible and these should be used to supplement test results and other objective measures. Indirect evidence will have to suffice where no direct evidence is possible.

On-Site Evaluation of ESEA - Title I Projects

A representative number of schools will be selected for on-site inspection and evaluation of ESEA-Title I projects during the year by personnel from the Office of Evaluation. These on-site inspections will have no bearing on the submission of evaluation reports.

ESEA-I-EV3
(Revised 7-66)

Project Number Assigned by
Department of Public Instruction

_____

COMMONWEALTH OF PENNSYLVANIA
Department of Public Instruction

Summary Evaluation Report of ESEA Projects

PROJECT TITLE: _____

Code No. from item 11 of Project Application _____

School or agency submitting _____

Address _____ County _____

Authorized LEA representative _____

Phone, including Area Code _____

Date submitted _____

1. To what degree were the Project *Objectives* (goals) met?

(Please list your objectives)

Please check
Appropriate Column
3-Excellent 2-Fair 1-Poor

	3	2	1	
a.				(1-a)
b.				(1-b)
c.				(1-c)
d.				(1-d)
e.				(1-e)
f.				(1-f)

3 2 1

g. ☐☐☐ (1-g)

h. ☐☐☐ (1-h)

i. ☐☐☐ (1-i)

(Please see pages 5 and 6 for definitions of terms)

2. To what degree does the project provide for *comprehensiveness?* ☐☐☐ (2)
Comment:

3. To what degree does the project provide for *balance?* ☐☐☐ (3)
Comment:

4. To what degree does the project involve *coordination* and *continuity?* ☐☐☐ (4)
Comment:

5. To what degree does the project provide for *flexibility?* ☐☐☐ (5)
Comment:

6. To what degree does the project draw upon *specialists?* ☐☐☐ (6)
Comment:

7. To what degree does the project make use of education *research?* ☐☐☐ (7)
Comment:

8. To what degree does the project permit *universality?* ☐☐☐ (8)
Comment:

9. To what degree does the project contribute to *functional learning?* ☐☐☐ (9)
Comment:

10. To what degree does the *physical facilities* relate to the project?
Comment:

3 2 1 (10)

11. To what degree are the *instructional materials* utilized in the project?
Comment:

(11)

12. Direct (objective) Evidence of Outcomes
(For Standardized Tests, indicate Name and Form of Test.)
(Describe briefly locally devised tests.)

13. Indirect (Subjective) Evidence of Outcomes

CONCLUSION

I. Outstanding aspects of the project:

II. Recommendations for improvement of the project:

III. Comments:

Please submit in duplicate to the Office of Evaluation, Department of Public Instruction, Harrisburg, Pennsylvania.

ESEA EVALUATION

Definitions of Evaluation Items

Comprehensiveness: A project has comprehensiveness when it provides for consideration by the individual and group of the demands made by our complex society and assists these individuals and groups to more adequately meet these demands and satisfy their needs through growth as a result of this project or program.

Balance: A project has balance when proper emphasis is given to the various experiences and concepts so that the true objectives are achieved with minimal effort or distortion of values.

Continuity: The program provides the opportunity for the pupils to grow progressively in knowledge, competence, and value appreciation. For example, adolescents are repeatedly provided with situations which help them build attitudes that characterize sound development. Such attitudes as self-discipline, tolerance, critical mindedness, social sensitivity, optimism, personal responsibility, self-respect, self-reliance and leadership.

Flexibility: The program has been designed to permit the agency to revise or change the pattern of the program.

Specialist: The preparation of the teacher or consultants involved in the program is such that as a result of education, training, and experience she can be considered an expert in the problem area.

Research: The project was based and designed after consideration and review of surveys indicating local need and education research in the areas of individuals growth, learning and development as well as curriculum.

Universialty: The term used to express the provision that enables the problem area to provide a relationship between various subject and problem areas.

Functional Learning: The term is used to note the provisions of the program to provide the pupil with an opportunity to relate his studies to everyday life (living).

Objectives (Goals): The term is used to present the statements of desirable educational attainment stated in operational terms.

Direct Evidence: A term used to include such evaluation techniques as measuring student achievement, attitude, interests, study skills, social adjustment and reading readiness.

Indirect Evidence: A term used to include such evaluation techniques as faculty analysis and participation, self-evaluation, including a review of administration practices, instructional material, and physical facilities.

ESEA-I-EV1
(Revised 7-66)

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

Project Number Assigned by
Department of Public Instruction
_____

ELEMENTARY SECONDARY EDUCATION ACT - TITLE I

Analysis of Procedure to Evaluate ESEA Projects

PROJECT TITLE _____
Code No. from Item 11 of Project Application _____
School or Agency Submitting _____
Address _____ County _____
Authorized LEA Representative _____
Phone, including Area Code _____
Date Submitted _____

Total No. of Pupils Classified as Disadvantaged _____
No. of Pupils Affected by this Project _____
Grade Levels Included in this Project _____
Amount of Money Requested for this Project $_____
Approximate Amount Proposed for Evaluation $_____

PROJECT OBJECTIVES	OUTLINE OF ACTIVITIES AND SERVICES	PLANS FOR EVALUATION
(From Item 9, including Code Numbers)	(From Items 11 and 13)	(From Items 10 and 13)

(Use additional sheets as required. Follow same format)
Please submit in duplicate to the Office of Evaluation, Department of Public Instruction, Harrisburg, Pennsylvania